ABORIGINAL EDUCATION DIRECTORATE

STRATEGIC PLAN

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OVERVIEW

The traditional teachings of the Medicine Wheel guide the plan and complement current knowledge and understandings. Education and training serve a dual purpose – the development of healthy communities and the promotion of life-long learners.

Beginning in the East direction, *Vision* addresses "The Who." The vision for the Aboriginal Education Directorate includes all learners from infants to adults.

The South direction, *Patience* addresses "The What." It emphasizes the internal and external collaboration necessary to carry out the vision. Advocacy, responding, and listening all require patience and commitment.

In the West direction, *Reason* denotes "The Why." The historic educational failure of 'schooling' meant the loss of culture, language, and economic stability. The rapid growth of the Aboriginal population brings an urgency to the need for planning and sound decision making, resulting in increased completion rates and greater labour force participation.

In the North, *Motion* completes the circle with "The How and When." Research and policy analysis will play a key role in driving the activities and resources that are recommended and brought forward through the interrelated and dependent directions of the Aboriginal Education Directorate planning model.

ABORIGINAL EDUCATION DIRECTORATE

Manitoba Education, Training and Youth and Manitoba Advanced Education are guided by a policy of inclusion. The Aboriginal Education Directorate ensures that Aboriginal education and training priorities are integrated within Manitoba Education, Training and Youth and Manitoba Advanced Education's programs and activities.

The Directorate also works with administrators, teachers, parents, learners, Aboriginal organizations, and other government departments to ensure that the education and training systems are responsive to the needs of Aboriginal learners.

VISION

The vision of Aboriginal education is the full participation of Aboriginal people in society.

MISSION

The mission of the Aboriginal Education Directorate is the total inclusion of Aboriginal education and training in all department activities.

GUIDING PRINCIPLES

- Programs and services will be well coordinated, flexible, innovative, avoid duplication, and facilitate empowerment.
- Aboriginal education and training initiatives will be community based, delivered in partnership, contribute to a strong Manitoba economy, and consistent with government policies.
- The approach to Aboriginal education and training will continue to foster inclusion rather than assimilation.

ACTION AREAS

1. **Operational Structures**

   This area ensures that the necessary structures, processes, and data are in place, or being developed, to support the Framework through partnerships between departments and with Aboriginal people in developing and carrying out education initiatives.

2. **Human Resource Development**

   This area is concerned with the recruitment/retention of Aboriginal staff, training to increase sensitivity, and operational ability of all staff to understand and meet the program needs of Aboriginal Manitobans, as well as communication about the Aboriginal Education and Training Framework itself.

3. **Preparation of Pre-School Children for Success**

   Both Departments have representation at Healthy Child Manitoba and have increased their collaboration with other departments, such as Health and Family Services. Our focus is on supporting early childhood transition to school and strengthening the meaningful involvement of parents, families, and communities in education.

4. **Curriculum, Learning Resources, and School Environment**

   Effective, relevant and high quality curriculum, learning resources, and inclusive learning environments for all students will increase the success of Aboriginal students. This area is targeted to ensure that these are integrated within our current education systems.

5. **Transition between School and Post-Secondary Education and/or Training Programs and the Workplace**

   The focus of this area is to ensure that the needs of Aboriginal people are included in any transition to work activities. This includes all activities related to universities, colleges, and Apprenticeship in support of the goals of the Framework. As well,

we develop initiatives and provide financial and support services to increase the success of Aboriginal students in post-secondary institutions and training programs.

6. **Partnerships on Economic, Social, and Health Issues**

   Recognizing the interdependence of education and employment issues with other economic, social, and health issues, the Framework ensures linkages across departments, across sectors, and across jurisdictions.

ORGANIZATIONAL OBJECTIVES

- To implement an integrated approach to Aboriginal education and training within Manitoba Education, Training and Youth and Manitoba Advanced Education
- To coordinate the implementation of the Aboriginal Education and Training Framework
- To ensure linkages and partnerships (including inter-sectoral initiatives) related to Aboriginal education and training

OUTCOMES

The Aboriginal Education Directorate has four major outcome areas:

1. Increased learner school success
2. Increased family and community participation in education and training
3. Increased skills training and employment
4. Removal of systemic barriers

AED STRATEGIC PLANNING OUTCOME (LOGIC) MODEL

The AED Strategic Planning Outcome (logic) model illustrates the linkages between organizational objectives, action areas, core strategies, and results (outputs and outcomes). It also articulates key indicators of success.

Organizational Objectives

Linkages with inter-sectoral initiatives and the development of partnerships have been combined into one objective. The creation of partnerships and the resulting activities lead to outputs and outcomes. Partnerships are not viewed as an outcome for their own sake.

Action Areas

The six action areas are the broad areas for action. All relate to more than one organizational objective. The action areas are important, as the strategic plan for AED is organized by action area.

Strategies

Each activity listed could itself be the focus of its own logic model. However, these are taken from the current documents and represent broad strategic areas of AED activity.

Outputs

Outputs are tangible results such as products or services; for example, 30 workshops were delivered. More outputs could be added. The current list seem to be those that are of most consequence.

Outcomes

Outcomes are results which generally address changes in people's knowledge, attitudes, and behaviour. They are often the most important results and can sometimes be the most difficult to 'measure.'

The removal of systemic barriers might or might not be placed in this column. However, removal of systemic barriers has been included as an outcome, given its importance in helping to fulfill the vision and mission of the Aboriginal Education Directorate. While it does not directly deal with changes in people's knowledge, skills, or behaviours, it could not be achieved without these changes having occurred.

Indicators

These are examples of evidence (data) that would indicate that an outcome had been achieved. More work still needs to be done on the development of AED's core indicators. The planned research activities might assist in the development of indicators and measurement tools.

Methods (Measurements Tools)

Methods for gathering the evidence or data need to be identified and measurement tools created, as required. The current list, in some instances, suggests sources of data.